

# Report on EO 1110 Course Curriculum Survey

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### INTRODUCTION

The Chancellor's Office undertook a project last year to create a comprehensive report of the quantitative reasoning offerings developed in response to EO 1110. This project will help us all to understand what has evolved from this collective effort and will make it possible to link departments across the system so that they may learn from each other's experiences and collaborate on projects to advance student success. It will also allow us to compare different approaches to instruction across the system and how they contribute to student success measures such as completion of GE B4 and retention into the second year.

A survey was distributed to all 23 campuses using the Qualtrics software. It collected information concerning the course structure, coordination, assessment, and other course attributes. The initial findings from the survey are shared in this document.

### Course Structure

22 campuses have reported 254 courses offered by 26 departments. (Table 1.) San Diego State has not yet submitted its courses.

**Content:** The categorization of these courses can be examined by their content and prerequisites. By examining the course titles and intended audience, it was possible to classify the content of most of the courses. (Table 2). Calculus and precalculus courses are the plurality of the courses, 44%, while 22% are statistics. Fourteen percent are QR courses, some with specific content such as Math and Music. Included in the "Other" category are courses intended for specific audiences. Calculus and precalculus courses are 53% of the courses offered without mandatory support.

**Support:** Slightly less than half of the courses (49%) have no mandatory support. (Table 2) Of the remaining courses offered with mandatory support, 59% have a corequisite structure and 35% are the first or second semester of a stretch series (seven of which also have a corequisite course). Two courses indicate that they require supplemental instruction for support, one course has one unit of support embedded in the course, one is a three course stretch, and one describe itself as a year-long non-stretch course. In addition, one stretch course has 1 unit of support embedded into the course, another requires supplemental instruction, and six require tutoring,

One might expect the number of first semester and second semester of stretch courses to be the same. The lack of alignment results from two reasons: some campuses have a first semester course that leads to choices for the second semester; some campuses responded that they did not want to enter one of the two courses due to their understanding of the data collection project.

**GE credit:** Most of the courses (84%) result in GE credit. (Table 3) The first semester of stretch is a significant exception, of which only 22% result in GE credit.

**Unit Requirement:** The courses reported in this survey require 1 to 12 units. (Table 4) 67% of courses required 3 units and 26% required 4 units. Courses with support and Stretch courses were more likely to require 3 units (72% of all such courses), but it should be noted that most of these courses require additional units so the overall unit requirement is higher.

Of the 84 courses that require a corequisite course (note that seven of these are stretch courses), 40% of those required 1 pre-baccalaureate unit and no baccalaureate units. Another 21% required no pre-baccalaureate units and 1 baccalaureate unit. (Table 5.) Three 4-unit courses included support courses that required 1 pre-baccalaureate unit and 3 baccalaureate units and one required a 4 baccalaureate unit course for a total of 8 required units.

**Prerequisites:** About half of the courses (50%) did not state a prerequisite. (Table 6.) Of those courses without mandatory support, 38% did not have a prerequisite, contrasted with 71% of corequisite courses and 74% of the first term of stretch courses. Considered by content, 75% of QR courses did not have a prerequisite, followed by Statistics (68%), and then precalculus and courses for future teachers (50%). Only 13% of calculus courses did not have a prerequisite. It should be noted that for some of the courses that listed a prerequisite, the prerequisite applied only to certain audiences (such as Category III and IV students).

### **Instruction**

**Instructors:** Of all EO 1110 course sections, 72% are taught by lecturers, 20% by tenure track faculty, and the remaining courses by teaching associates. (Table 7) At Cal Maritime, 68% are taught by tenure track faculty; at Dominguez Hills, 91% are taught by lecturers; and at San Francisco, 31% are taught by teaching associates. When considered by course classification, the results were consistent with the overall statistics.

The corequisite support course sections are taught primarily by teaching associates (49%) and lecturers (40%). (Table 8.) A small number are taught by tenure track faculty (5%) and undergraduates (7%).

**Coordination:** Overall, 61% (154 courses) have coordinators. (Table 9.) The role of coordinators seems to be dependent on whether a course has support. Only 44% of the courses without support have a course coordinator, but 77% of the other courses have a course coordinator. This differentiation continues when the position of the coordinator is considered. For courses without support, 78% of the coordinators are tenure track faculty members or department chairs. For corequisite courses and stretch courses, 59% of the coordinators are tenure track faculty. At four of the campuses, 100% of the coordinators are tenure track faculty, at three campuses, this is true for less than 25% of the coordinators.

Compensation for the coordinators also varied by course classification, but in this case, corequisite courses was the category that stood out. (Tables 10A and 10B.) Overall, 62% of the coordinators received compensation, but this was true for 79% of the coordinators of corequisite courses. Considered by campus, San Francisco, San Marcos, and Stanislaus were much less likely to compensate their coordinators.

Most of the compensation (80% of all compensation) is in the form of WTU , ranging from 1 WTU (believed to be per term) to 6 WTU per term to one campus offering 10.5 WTU (unclear whether this is for one semester or for the year). (Table 10C) Stipends were offered on only three campuses, coordinators of nine courses given stipends as compensation. In four cases, it was indicated that the compensation might be WTU or stipend, depending on the circumstances.

Many campuses noted that the compensation was for coordinating multiple courses. In addition, many of the courses with mandatory support have a coordinator for the support as well. In the corequisite courses, 83% have a coordinator, and 82% of those coordinators are the same person who is coordinating the lectures. It is presumed that the coordinator is compensated for both duties.

Information is also available on the responsibilities of the coordinators, including how often they meet with instructors and whether their responsibilities include professional development, but such information is not included in this report.

### **Assessment**

The survey asked if the campuses were conducting formative assessment, summative assessment, or both in these courses. (Table 11.) In 49% of the courses, both formative and summative assessment is conducted. In 25% of the courses, only summative assessment is conducted; in 3% courses, only formative assessment is conducted; and in 16% of the courses, assessment is optional for the instructor. These results are irrespective of the department offering the courses. Two campuses stood out, Sacramento and Sonoma, in leaving the assessment up to the instructor in most of their courses.

Responses were received for only 80% of the courses on a further question about disaggregation of the assessment. Of those responses, only 13% of the courses disaggregate the assessment data. It should be noted that this data was collected over a long period, including time before and after the Data Summit held in February. It is hoped that these statistics might have changed since the time that the responses were submitted.

**Scheduling:** A set of questions examined how the courses and support were scheduled. (Table 13) In 48% of the corequisite courses, the students in the course and corequisite are cohorted (the same group of students are enrolled in a course and support section). In 54% of those, the

same instructor teaches both the course and the corequisite. Students are cohorted in 38% of the stretch courses that require co-enrollment in support. In a related scheduling question, 50% of the stretch courses attempt to cohort the students across the two terms, and in 45% of the stretch series, the same instructor teaches both semesters.

Another scheduling question is the comingling of students who need/don't need support (that is, placing both types of students in the same lecture course). (Table 14) A majority, 60%, of corequisite courses offer a version without the support, and in 80% of those the students are comingled in the lecture course. There was no response with respect to this question for most of the stretch courses.